

Implementing Whole-Grade Screening

A Guide for Ohio School Districts and Educators

The 2017 Operating Standards for Identifying and Serving Students Who are Gifted (Ohio Administrative Code 3301-51-15) requires districts to administer two whole-grade screenings beginning in the 2017-2018 school year. These whole-grade screenings must occur once during the K-2 grade band and once during the 3-6 grade band in each of these areas: superior cognitive ability, creative thinking ability, and specific academic ability in reading, writing or a combination of the two, as well as mathematics. This document is a guide to the whole-grade screening process.

Important Considerations

To meet this requirement, districts must administer assessments that are approved for gifted identification. Districts may not use assessments approved only for pre-screening or review previous test scores to meet this requirement. While districts are not required to administer whole-grade screenings for specific academic ability in science or social studies or for visual and performing arts ability areas, districts can choose to develop a whole-grade screening process that includes these identification areas. This document does not address those optional whole-grade testing areas.

Districts should continue to accept and follow through with student identification referrals regardless of when they administer whole-grade screenings. Ohio Revised Code 3324.04 still requires districts to provide two opportunities per year for the gifted identification of students who refer themselves or are referred by parents, teachers, or other students. Districts must be prepared to assess a student in any of the areas of gifted ability recognized by Ohio.

Identification for Superior Cognitive Ability

Districts may evaluate students for superior cognitive ability either by administering a test of cognitive abilities (intelligence test) from the Chart of Approved Assessments or an achievement test approved for identifying superior cognitive ability. If a district administers an intelligence test or test of cognitive abilities, it also may use this assessment as the cognitive ability component for creative thinking identification. If a district administers an achievement test approved for superior cognitive ability identification, it must use any qualifying scores for corresponding subject areas to identify students with specific academic ability.

If the district administers the following assessment(s):	Student scores at or above identification score	Student scores within reassessment score range*	Student scores below reassessment score
Intelligence test approved for superior cognitive ability identification	The district identifies the student as gifted in the area of superior cognitive ability. Review scores for creative thinking ability identification.	The district assesses the student with an alternate approved intelligence test to determine superior cognitive ability. Review scores for creative thinking ability identification.	The district does not identify the student as gifted in the area of superior cognitive ability at this time. Review scores for creative thinking ability identification.
Achievement test approved for superior cognitive ability identification	The district identifies the student as gifted in the area of superior cognitive ability. Review scores for specific academic ability identification.	The district assesses the student with an alternate approved intelligence test to determine superior cognitive ability. Review scores for specific academic ability identification.	The district does not identify the student as gifted in the area of superior cognitive ability at this time. Review scores for specific academic ability identification.

*Reassessment scores must be a minimum of one point below the score for identification. Some assessments, such as checklists, may already have an established reassessment score. Please refer to the Chart of Approved Assessments for more information.

Identification for Creative Thinking Ability

Identifying creative thinking ability is a two-step process. Districts can identify a student as gifted in creative thinking when the student receives both a qualifying score on an approved assessment of cognitive abilities (intelligence test), as well as a qualifying score either on an approved checklist of creative behaviors or a test of creative ability. Districts may determine whether to administer the assessment of cognitive abilities or the assessment of creative abilities first.

Option A: Approved intelligence test administered first

If the district administers the following assessment(s):	Student scores at or above identification score	Student scores within reassessment score range*	Student scores below reassessment score
STEP ONE: Intelligence test	The district moves on to Step Two.	The district administers an alternate intelligence test, and if the student meets the required score, moves on to Step Two.	The district does not move on to Step Two and does not identify the student as gifted in the area of creative thinking ability at this time.
STEP TWO: Creative behaviors checklist or creativity assessment	The district identifies the student as gifted in the area of creative thinking ability.	The district assesses the student with an alternate approved creative behaviors checklist or creativity assessment to determine creative thinking ability.	The district does not identify the student as gifted in the area of creative thinking ability at this time.

*Reassessment scores must be a minimum of one point below the score for identification. Some assessments, such as checklists, may already have an established reassessment score. Please refer to the Chart of Approved Assessments for more information.

Option B: Approved creative behaviors checklist or test of creative ability administered first

If the district administers the following assessment(s):	Student scores at or above identification score	Student scores within reassessment score range *	Student scores below reassessment score
STEP ONE: Creative behaviors checklist or creativity assessment	The district moves on to Step Two.	The district assesses the student with an alternate approved creative behaviors checklist or creativity assessment to determine creative thinking ability. If the student meets the required score, move on to Step Two.	The district does not move on to Step Two and does not identify the student as gifted in the area of creative thinking at this time.
STEP TWO: Intelligence test	The district identifies the student as gifted in the area of creative thinking ability.	The district administers an alternate intelligence test to determine creative thinking ability.	The district does not identify the student as gifted in the area of creative thinking at this time.

*Reassessment scores must be a minimum of one point below the score for identification. Some assessments, such as checklists, may already have an established reassessment score. Please refer to the Chart of Approved Assessments for more information.

Specific Academic Ability Identification

Districts administer approved achievement assessments to identify students gifted in specific academic ability. For the whole-grade screening required by OAC 3301-51-15, districts must evaluate students in the areas of reading, writing or a combination of the two, as well as mathematics. Districts may still include science and social studies in the whole-grade screening even though they are required to do so only when students refer themselves or are referred by parents, teachers or other students. If a district uses achievement tests that also are approved for the identification of superior cognitive ability, the district must review all components of these assessments and identify students in any academic area with a corresponding, qualifying score.

If the district administers the following assessment(s):	Student scores at or above identification score	Student scores within reassessment score range*	Student scores below reassessment score
Achievement test approved for specific academic ability in reading, writing or a combination	The district identifies the student as gifted in reading.	The district reassesses the student to determine gifted ability in reading.	The district does not identify the student as gifted in reading at this time.
Achievement test approved for specific academic ability in mathematics	The district identifies the student as gifted in mathematics.	The district reassesses the student to determine gifted ability in mathematics.	The district does not identify the student as gifted in mathematics at this time.
Achievement test approved for superior cognitive ability identification	The district identifies the student as gifted in the corresponding area of specific academic ability (reading, mathematics, science, and/or social studies). Review scores for superior cognitive ability identification.	The district reassesses the student to determine gifted ability in the corresponding area of specific academic ability (reading, mathematics, science, and/or social studies). Review scores for superior cognitive ability identification.	The district does not identify the student as gifted in the corresponding area of specific academic ability (reading, mathematics, science, and/or social studies) at this time. Review scores for superior cognitive ability identification.

**Reassessment scores must be a minimum of one point below the score for identification. Some assessments, such as checklists, may already have an established reassessment score. Please refer to the Chart of Approved Assessments for more information.*

Parent Notification

Districts should notify parents of any whole-grade screening opportunities taking place at particular grade levels throughout the year. Whole-grade screening notices may include information about how parents of students in the grades to be screened may choose to opt their students out of testing. However, districts may not single out any one group of students for exclusion from testing or limit opt-out notification to a particular group of students. For students who receive scores within the established reassessment score range, districts must obtain parent permission to re-evaluate these students. After the district has received scores, it should notify parents within 30 days of the student's identification status.